



Comprehension

C.001

Sentence Structure and Meaning

Sentence-Picture Match



Objective

The student will identify key parts of the text.



Materials

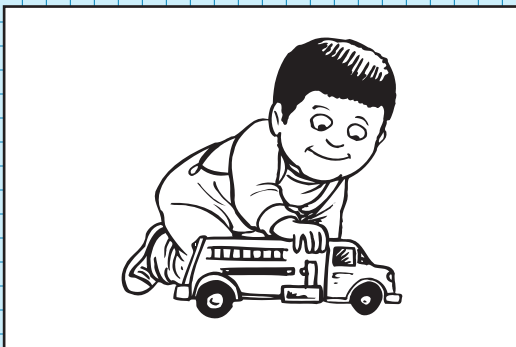
- ▶ Pocket chart
- ▶ Picture cards
Use picture cards from core reading program or print media.
- ▶ Sentence strips
Write sentences that correspond with the pictures.



Activity

Students match sentences with pictures on a pocket chart.

1. Place pictures vertically on the left side of the pocket chart and sentence strips in a stack.
2. The student selects a sentence strip, reads the sentence, finds the matching picture on the pocket chart, and places the sentence next to the picture.
3. Continues until all sentences and pictures are matched.
4. Self-check



The boy is playing with a fire truck.



Extensions and Adaptations

- ▶ Write other sentences to match pictures.
- ▶ Extend the sentence using descriptive words.



Name That Story



Objective

The student will identify key parts of the text.



Materials

- ▶ Nursery rhyme title cards (Activity Master C.002.AM1)
Copy, laminate, and cut out.
- ▶ Nursery rhyme event sentence strips (Activity Master C.002.AM2)



Activity

Students match nursery rhyme titles with events.

1. Place nursery rhyme title cards and event sentence strips on a flat surface.
2. Working in pairs, student one selects a nursery rhyme title card and reads it.
3. Student two finds the matching event sentence strip, reads it, and places the strip and title card together.
4. Reverse roles and continue until all nursery rhyme title cards are matched with the correct event sentence strip.
5. Peer evaluation

Hey Diddle Diddle

The cow jumped over the moon.



Extensions and Adaptations

- ▶ Draw a title card from a stack and retell the story.
- ▶ Use expository titles with factual sentences.

Comprehension

C.002.AMI

Name That Story

Little Bo Peep	The Eency, Weency Spider
London Bridge	Twinkle, Twinkle Little Star
Five Little Speckled Frogs	Jack and Jill
Jack Be Nimble	Star Light, Star Bright
Hey Diddle Diddle	Little Boy Blue



Comprehension

Name That Story

C.002.AM2

Leave them alone and they'll all come home.

Down came the rain and washed the spider out.

Build up a bridge with wood and clay.

Shining like a diamond in the sky.

Frogs sit on a hollow log.

Jill came tumbling after.

Jack jumped over the candlestick.

I wish I might have the wish I wish tonight.

The cow jumped over the moon.

Come blow your horn.





C.003

Comprehension

Sentence Structure and Meaning

Picture Cube



Objective

The student will arrange words to make a complete sentence.



Materials

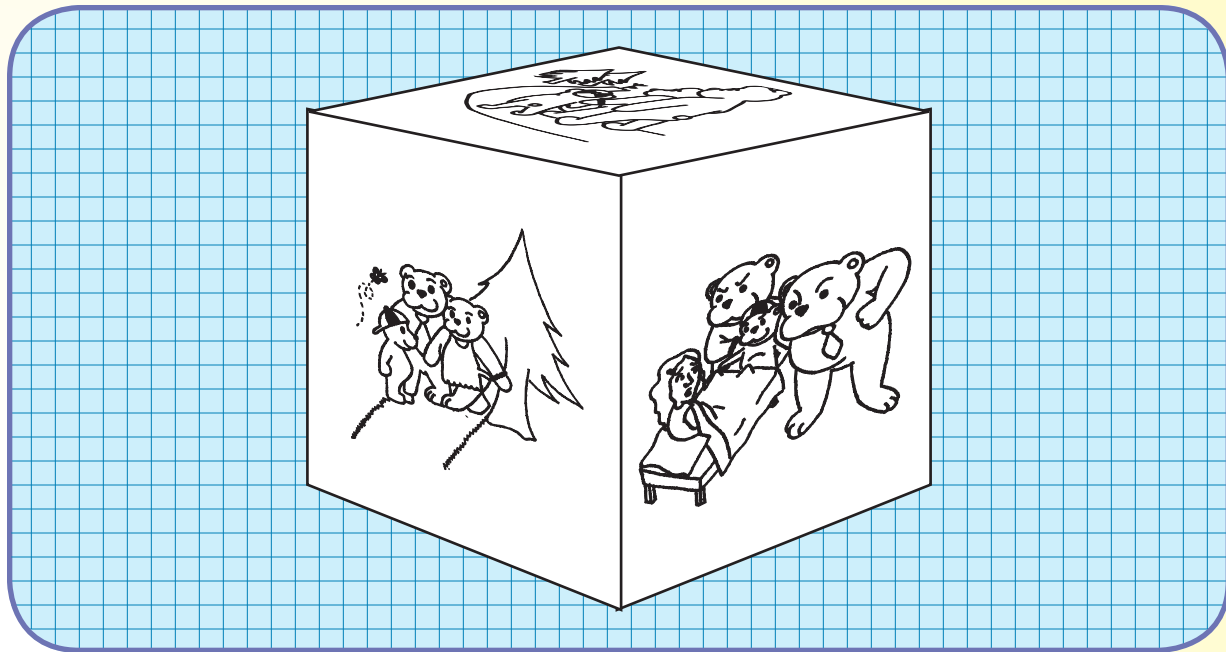
- ▶ Picture cube (Activity Master C.003.AM1)
Copy on card stock, cut out, and assemble.
- ▶ Word cards (Activity Master C.003.AM2a - C.003.AM2b)
Copy on card stock, laminate, and cut out.
- ▶ Paper
- ▶ Pencils



Activity

Students roll a picture cube, describe what is happening, and arrange the word cards to make a matching sentence.

1. Place the picture cube and word cards on a flat surface.
2. Taking turns, the students roll the cube, look at the picture, and say a sentence that describes the picture. For example, "The three bears went for a walk."
3. Choose the word cards that describe the picture and arrange in a complete sentence.
4. Write and read the sentence. Then return the cards to their original positions.
5. Continue the activity until all the pictures are described and all the sentences are written.
6. Teacher evaluation



Extensions and Adaptations

- ▶ Arrange or number the sentences in order of the story.
- ▶ Make other story or picture cubes (Activity Master C.003.AM3).
- ▶ Make other word cards to extend the sentences in the story.
- ▶ Make other sentences using the word cards.

Comprehension

Picture Cube

C.003.AM I



Comprehension

C.003.AM2a

Picture Cube

The	three
bears	went
for	a
walk	Goldilocks
ate	porridge
broke	the



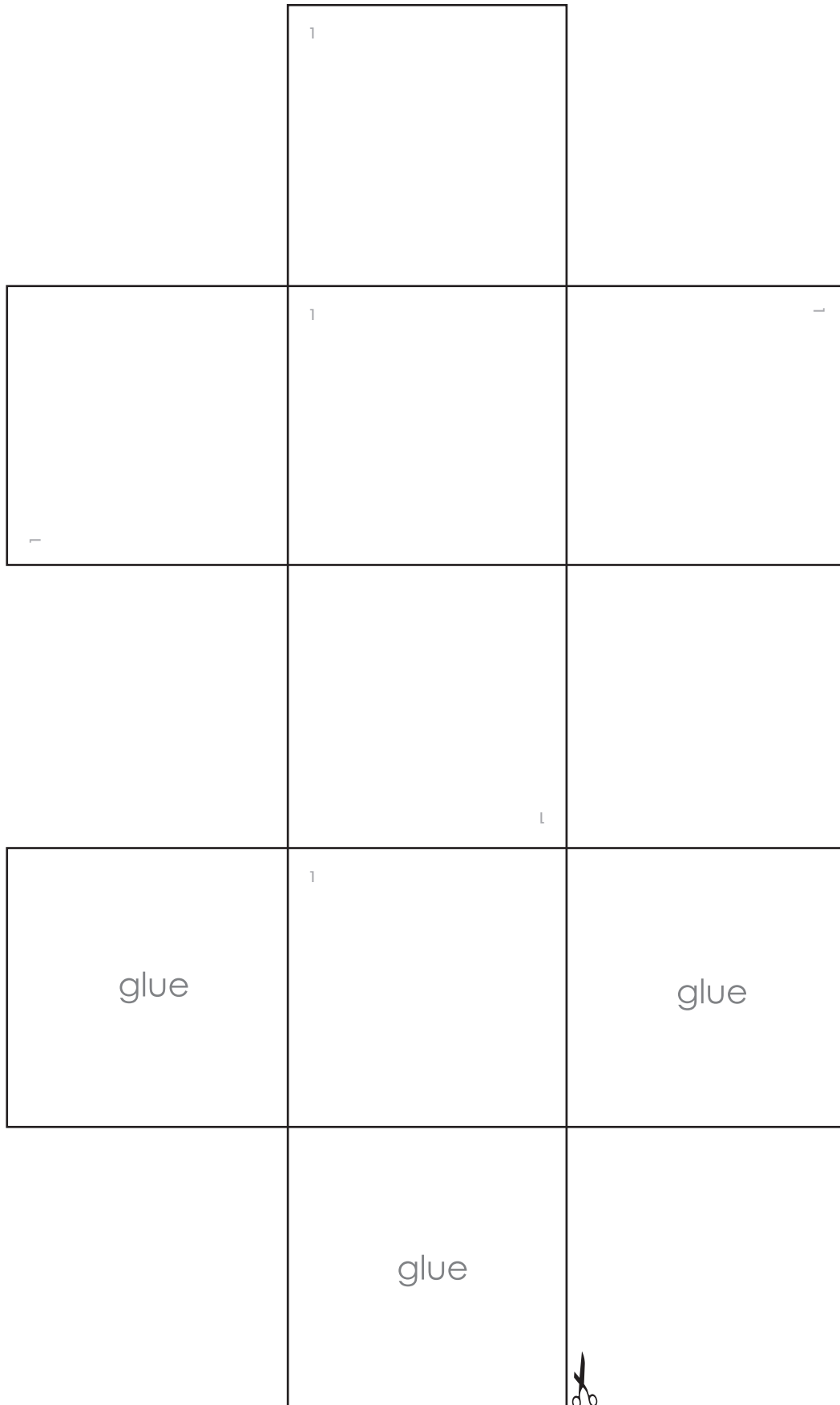
Comprehension

Picture Cube

C.003.AM2b

chair	fell
asleep	in
bed	found
ran	home
●	





Silly Sentence Mix-Up



Objective

The student will arrange words to make a complete sentence.



Materials

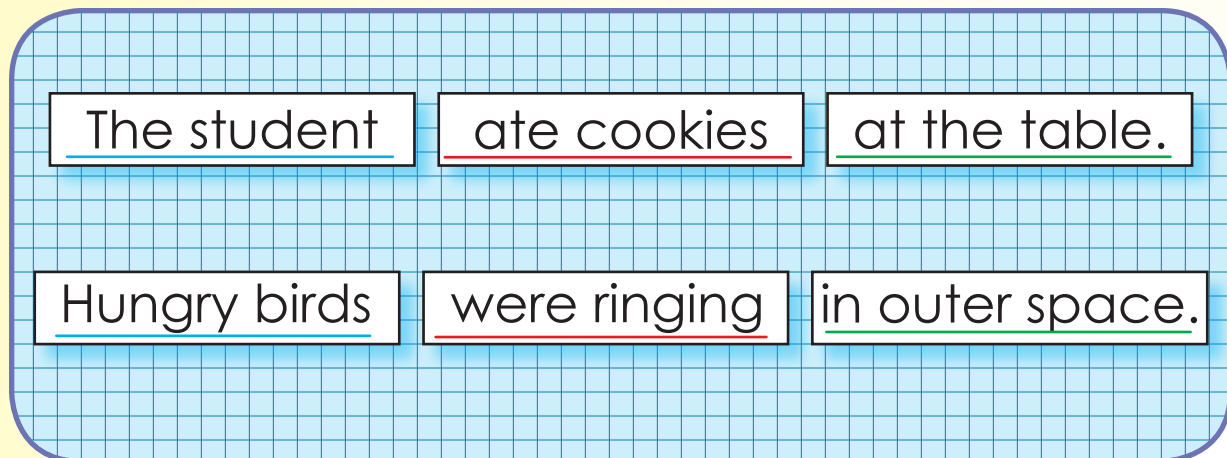
- ▶ Sentence Strips (Activity Master C.004.AM1)
Underline the phrases (indicated by the dotted lines) to color code. For example, “The student (underline first phrase with blue marker) ate cookies (second phrase with red marker) at the table (third phrase with green marker).”
Cut each sentence strip along dotted lines.
- ▶ Trays
Color code and label three trays to correspond with the strips: blue, red, green.
Sort strips onto trays by color.
- ▶ Paper
- ▶ Markers or crayons
- ▶ Pencils



Activity

Students arrange groups of two or more words to make a sentence.

1. Place the paper, markers and three color-coded trays of phrases on a flat surface.
2. Taking turns, the students choose one strip from each tray, place the strips in sentence order, and read the sentence. State if the sentence is silly or not. Place sentence aside.
3. Select new strips from the color-coded trays. Make a new sentence and read the sentence.
4. Continue making sentences selecting strips from each tray.
5. Write and illustrate favorite silly sentence.
6. Teacher evaluation



The student ate cookies at the table.

Hungry birds were ringing in outer space.



Extensions and Adaptations

- ▶ Make other sentence strips and exchange with partner to make sentences.

Hungry birds ate worms in the garden.

Green frogs hopped softly in the grass.

The trains rumble loudly on the tracks.

Busy bees buzz noisily on the flowers.

The bells were ringing in the tower.

The boys were swinging at the playground.

The student ate cookies at the table.

The shuttle flew quickly in outer space.

The man rode swiftly on the motorcycle.

The girls were jumping in the big puddle.



Sentence Pantomime



Objective

The student will identify key parts of the text.



Materials

- ▶ Sentence cards (Activity Master C.005.AM1a - C.005.AM1b)
Copy on card stock, laminate, and cut out.



Activity

Students read and pantomime (silently act out) sentences.

1. Spread sentence cards face up.
2. Working in a group, student one looks at the sentence cards (without touching the cards), reads one card silently, and pantomimes the sentence.
3. The other students watch the pantomime. The first student to recognize the pantomime selects and reads the card that matches student one's pantomime.
4. If correct, places the card in a pile. If incorrect, returns card to face up position on the table.
5. Continue until all sentences are acted out and correctly identified.
6. Peer evaluation

Make a sandwich.



Extensions and Adaptations

- ▶ Use puppets to act out the sentences.
- ▶ Make other sentence cards to act out.
- ▶ Illustrate a sentence and exchange with a partner who writes the sentence.

Comprehension

C.005.AM1a

Sentence Pantomime

Make a sandwich.

Snap your fingers.

Jump two times.

Read a book.

Pet a cat.

Hold a baby.



Comprehension

Sentence Pantomime

C.005.AM1b

Hop like a frog.

Blow some bubbles.

Sweep the floor.

Pop a balloon.

Make a pizza.

Button a jacket.





Objective

The student will identify characters in a story.



Materials

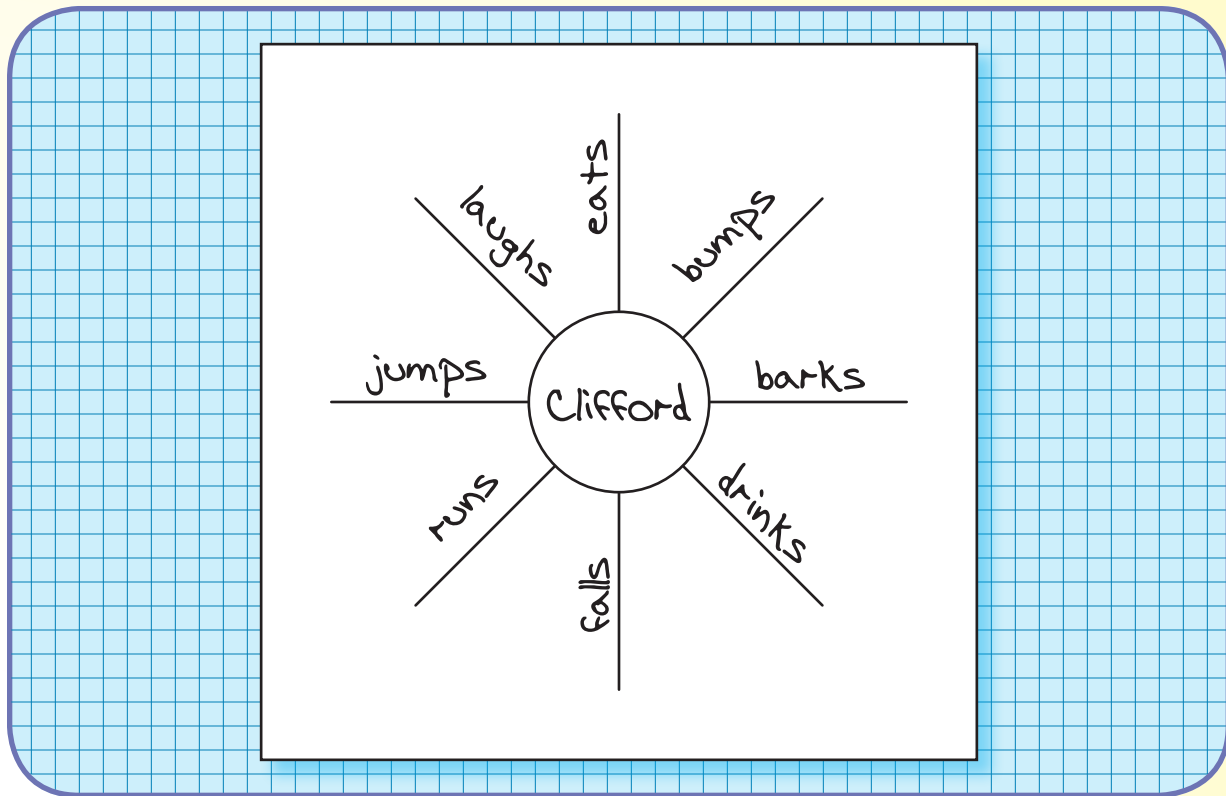
- ▶ Narrative text
Choose text within students' instructional-independent reading level range or teacher read-aloud.
- ▶ Character map student sheet (Activity Master C.006.SS)
- ▶ Pencil



Activity

Students use a graphic organizer to describe a character.

1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text or reviews a teacher read-aloud.
3. Names the main character in the story and writes the name in the circle on the character map. On the lines writes words that describe the actions of the character.
4. Teacher evaluation



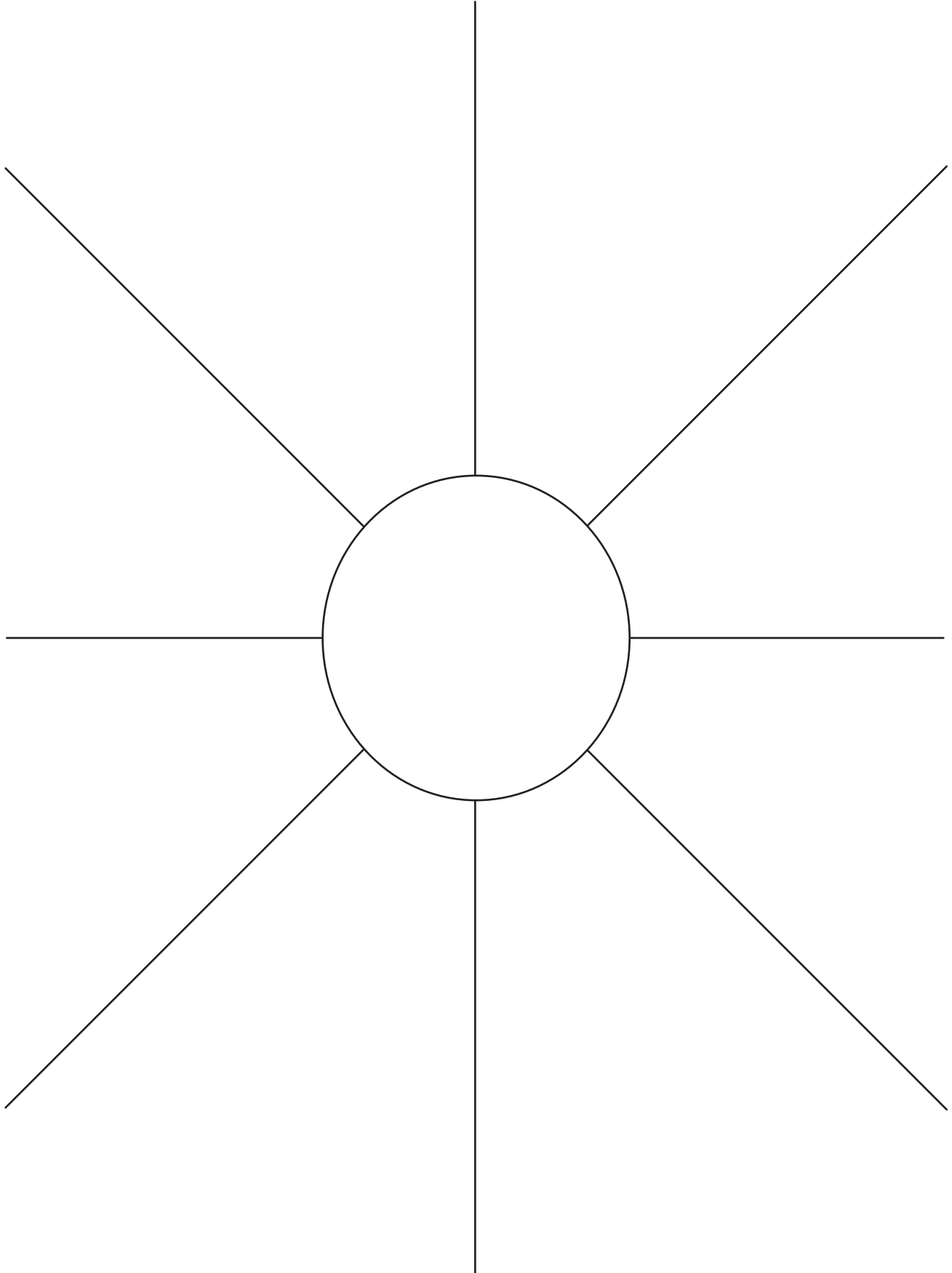
Extensions and Adaptations

- ▶ Use the lines to write other descriptive words (e.g., feeling words, physical characteristics).

Name _____

Single Character Map

C.006.SS



**Objective**

The student will identify similarities and differences in text.

**Materials**

- ▶ Narrative text
Choose text within students' instructional-independent reading level range or teacher read-aloud.
- ▶ Character Map student sheet (Activity Master C.007.SS)
- ▶ Pencil

**Activity**

Students use a graphic organizer to compare characters.

1. Place text and markers at the center. Provide the student with a student sheet.
2. The student reads the text or reviews a teacher read-aloud.
3. Names the two main characters in the story and writes each name at the top of the character map.
4. Writes specific character attributes on the lines under the pictures of the characters and then writes the shared characteristics on the lines between the boxes.
5. Teacher evaluation

Character A Baby Bear	Shared Characteristics	Character B Goldilocks
bear	young	girl
brown fur	like porridge	blonde hair

**Extensions and Adaptations**

- ▶ Compare characters in two different stories.

C.007.SS

[illegible]

**Objective**

The student will sequence events in a story.

**Materials**

- ▶ Narrative text

Choose text within students' instructional-independent reading level range or teacher read-aloud.

- ▶ 12" x 18" construction paper

Cut paper in half lengthwise to make 6" x 18" strips.

Fold strips in half twice (making four sections).

Label: Beginning, Middle, and End

- ▶ Markers or crayons
- ▶ Pencil

**Activity**

Students write and draw the main events of a narrative story making a story banner.

1. Place text, construction paper, and markers at the center.
2. The student reads the text or reviews a teacher read-aloud.
3. In the first square on the sectioned paper writes the title and author. In the following squares writes and draws what happens in the beginning, middle, and end of the story.
4. Teacher evaluation

<p>The Ugly Duckling</p> <p>By: Hans Christian Andersen</p>	<p>Beginning</p> <p>There was an ugly duckling that was teased.</p>	<p>Middle</p> <p>He was sad and went away.</p>	<p>End</p> <p>He learned he was a beautiful swan.</p>
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**Extensions and Adaptations**

- ▶ Exchange story banners with partner and read aloud.
- ▶ Use the story events to make a comic strip (Activity Master C.008.SS).

Name _____

Story Banner

C.008.SS

Comic Strip Creations

Book Title _____

**Objective**

The student will sequence events in a story.

**Materials**

- ▶ Narrative text
Choose text within students' instructional-independent reading level range or teacher read-aloud.
- ▶ Story Sequence Organizer student sheet (Activity Master C.009.SS1 or C.009.SS2)
Choose a graphic organizer.
- ▶ Markers or crayons
- ▶ Pencil

**Activity**

The student uses a story sequence graphic organizer to structure the beginning, middle, and end of a story.

1. Place text and markers at the center. Provide the student with a student sheet.
2. The student reads the text or reviews a teacher read-aloud.
3. Identifies the beginning, middle, and end of the story and writes corresponding sentences on graphic organizer.
4. Teacher evaluation

A graphic organizer for sequencing a story, consisting of three vertically stacked rectangular boxes on a light blue grid background. Each box has a title and a handwritten sentence. The first box is titled 'Beginning (What happened first?)' and contains the sentence 'There was a ground hog named Phil.' The second box is titled 'Middle (What happened next?)' and contains the sentence 'Phil could tell when there would be bad weather.' The third box is titled 'End (What happened last?)' and contains the sentence 'Phil saved the animals by warning them about the storm.' Downward-pointing triangles are placed between the boxes to indicate the sequence of events.

Beginning (What happened first?)
There was a ground hog named Phil.

▼

Middle (What happened next?)
Phil could tell when there would be bad weather.

▼

End (What happened last?)
Phil saved the animals by warning them about the storm.

**Extensions and Adaptations**

- ▶ Read a story with a partner and discuss the story sequence.

Name _____

Story Sequence Organizer

C.009.SS I

Title _____

Beginning (What happened first?)



Middle (What happened next?)



End (What happened last?)

Name _____

C.009.SS2

Story Sequence Organizer

1. Cut on dotted lines.
2. Hot dog fold on the fold line.
3. Lift each section, write sentence, and draw picture that corresponds to the beginning, middle, and end of the story.

fold

End



Middle



Beginning

Title _____

Author _____

Comprehension

Story Structure

C.010

Narrative Text Wheel



Objective

The student will sequence events in a story.



Materials

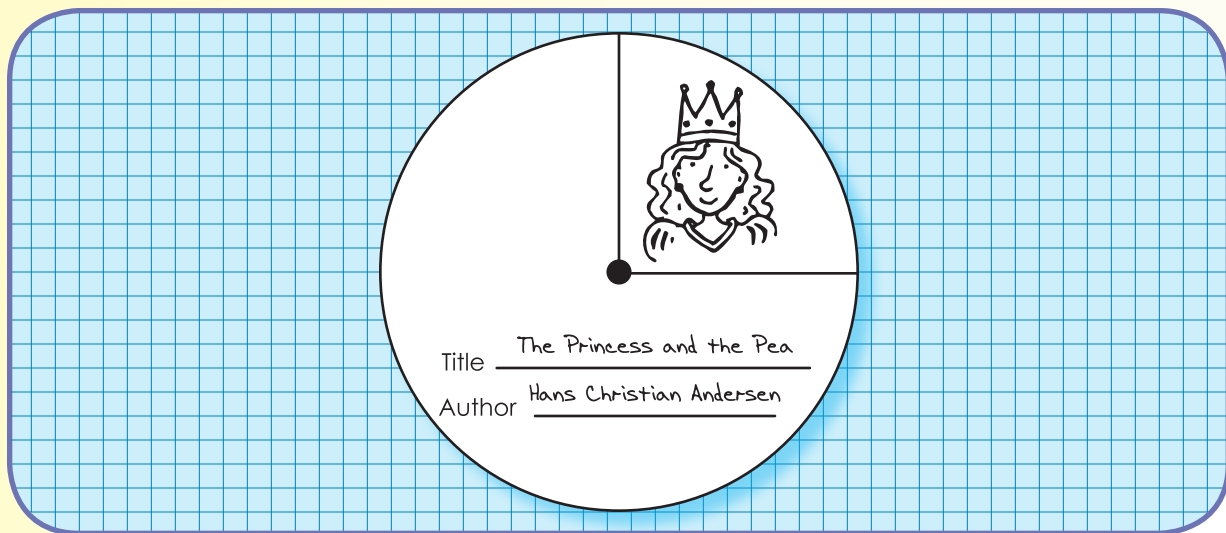
- ▶ Narrative text
Choose text within students' instructional-independent reading level range or teacher read-aloud.
- ▶ Text Wheel student sheets (Activity Master C.010.AM1a - C.010.AM1b)
- ▶ Scissors
- ▶ Hole punch
- ▶ Brads
- ▶ Markers or crayons
- ▶ Pencil



Activity

Students sequence story events on a narrative text wheel.

1. Place text, scissors, hole punch, brads, and markers on a flat surface. Provide the student with both sections of the text wheel.
2. The student reads the text or reviews a teacher read-aloud.
3. Cuts out both text wheels.
4. Writes the title and author of the story on the front wheel.
5. Writes and draws the main characters and setting in the first section on the back wheel. Continues with beginning, middle, and end of the story in the following sections.
6. Attaches pieces by punching a hole in the center of the wheels and inserting a brad.
7. Teacher evaluation



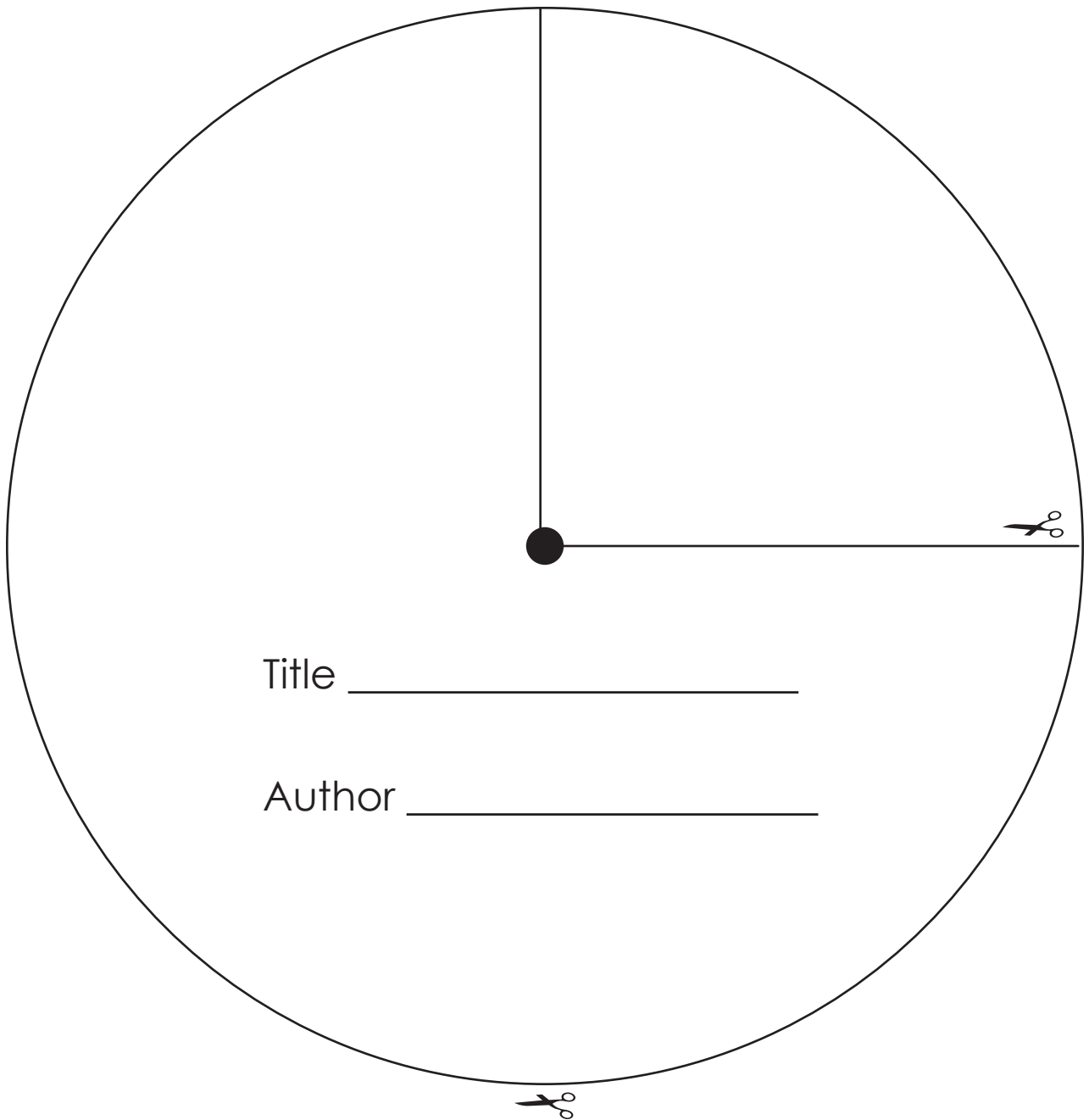
Extensions and Adaptations

- ▶ Use to draw and label the characters in the story.
- ▶ Construct another text wheel to draw and label other characters from the story.

Comprehension

C.010.AM1a

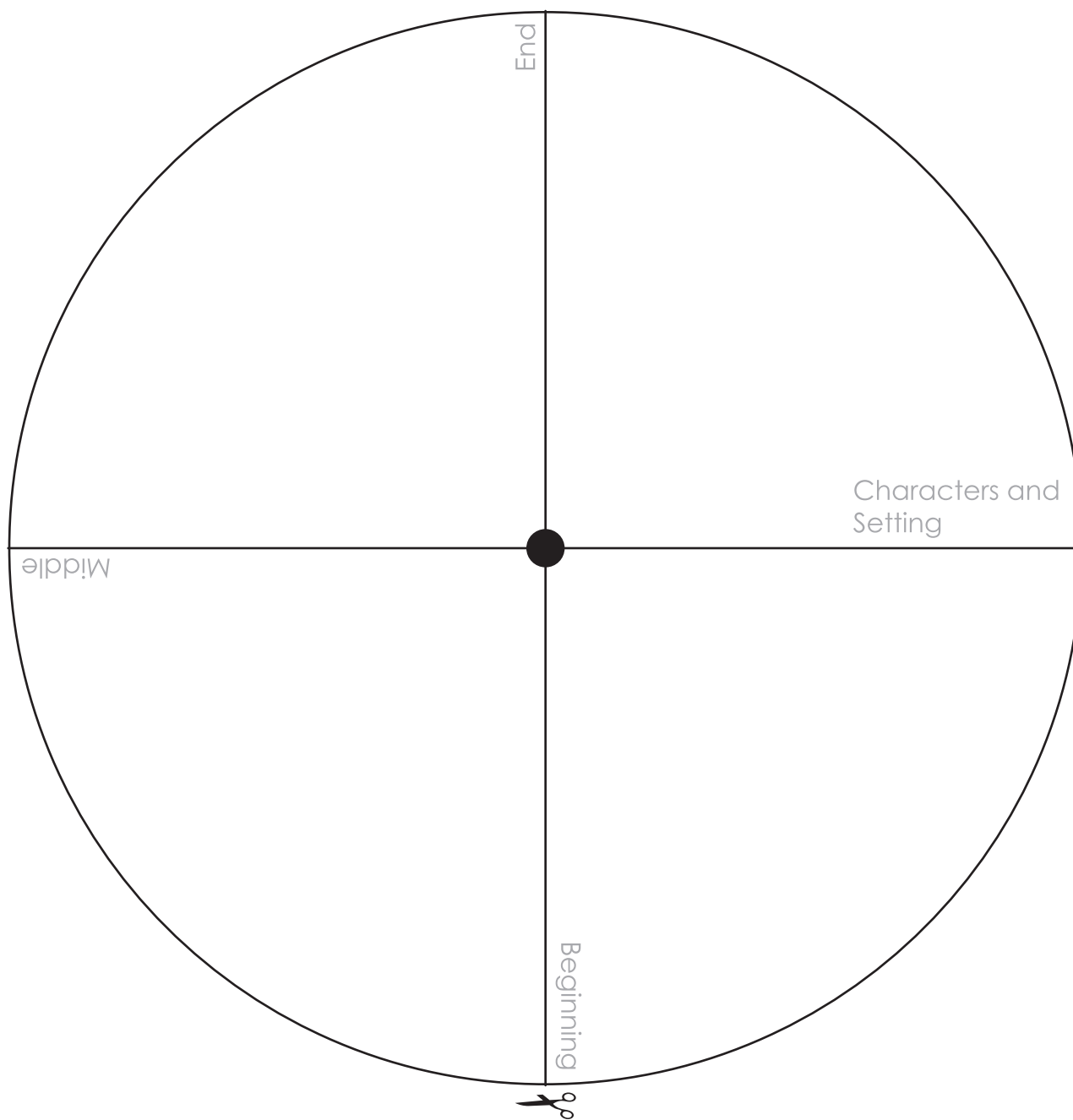
Narrative Text Wheel



Comprehension

Narrative Text Wheel

C.010.AM1b





Objective

The student will sequence events in a story.



Materials

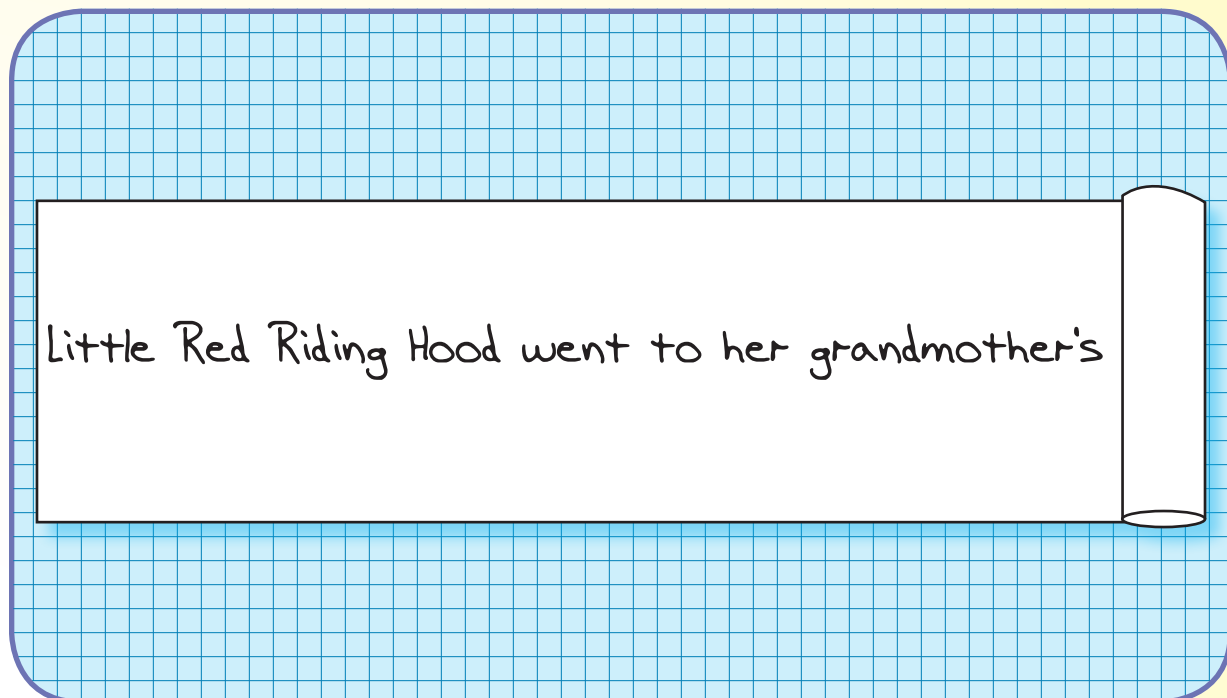
- ▶ Narrative text
Choose text within students' instructional-independent reading level range or teacher read-aloud.
- ▶ Adding machine paper rolls
- ▶ Markers or crayons
- ▶ Pencils



Activity

Students sequence story events on a paper roll.

1. Place text, adding machine paper rolls, and crayons at the center.
2. Working in pairs, students read the text or review a teacher read-aloud. Discuss the story events.
3. Students roll out a length of paper. Student one writes the title and author of the text on the paper roll while student two writes and draws the first story event.
4. Continue unrolling the paper, writing, and drawing events until the story is complete.
5. Teacher evaluation



Extensions and Adaptations

- ▶ Read and discuss with partner.
- ▶ Attach each end of the story paper to a small paper tube to make a scroll.

Comprehension

Story Structure

C.012

Story Chain



Objective

The student will sequence events in a story.



Materials

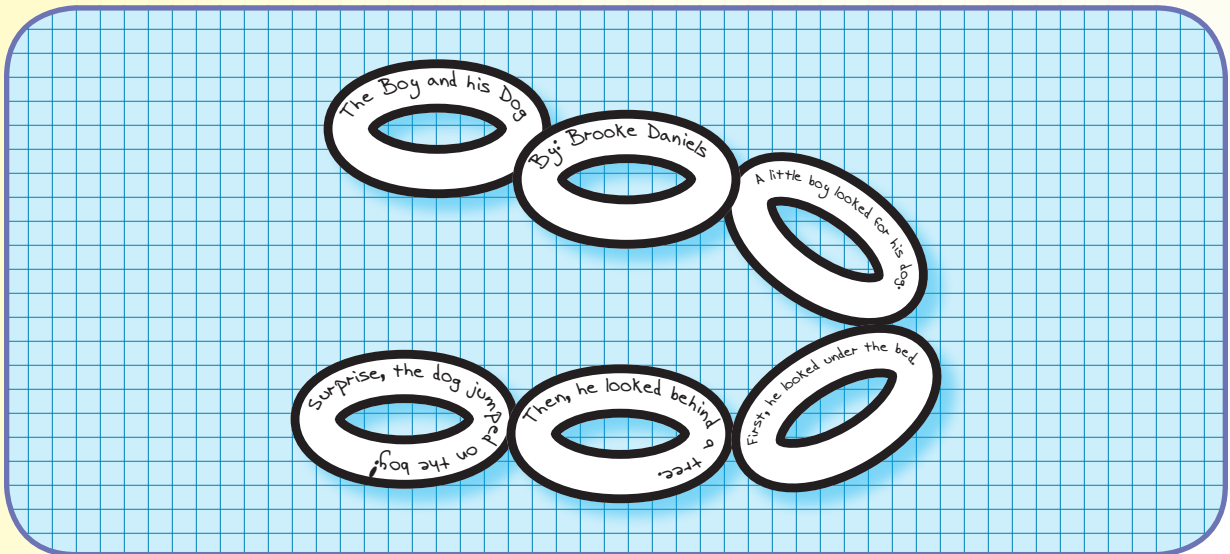
- ▶ Narrative text
Choose text within students' instructional-independent reading level range or teacher read-aloud.
- ▶ Strips of paper
Cut strips approximately 2 ½" x 8 ½".
- ▶ Markers or crayons
- ▶ Glue or tape
- ▶ Pencil



Activity

Students record story events on strips and place in sequential order making a paper chain.

1. Place text, paper strips, markers, and glue on a flat surface.
2. The student reads the text or reviews a teacher read-aloud.
3. Writes the title and author on a paper strip.
4. Continues to use paper strips to write and draw important story events.
5. Sequences the strips in story order, starting with the title and author strip.
Keeps the words on the outside and glues the strips together in an interlocking chain.
6. Continues until all the strips are glued in sequential story order.
7. Teacher evaluation



Extensions and Adaptations

- ▶ Exchange paper strips with a partner and place in sequential order.
- ▶ Use paper chain sentences as clues to guess the story title.



Objective

The student will sequence events in a story.



Materials

- ▶ Pocket chart
- ▶ Sentence strips
Choose a familiar story and write the story title on a sentence strip.
Write the story events on sentence strips.
- ▶ Paper



Activity

Students retell a story while sequencing sentences on a pocket chart.

1. Place the pocket chart and scrambled sentence strips at the center.
2. Working in pairs, students read the sentences and select the title strip. Place the title in the top pocket of the chart.
3. Select the sentence strip that tells about the first event in the story, reread the sentence, and place in the next row of the pocket chart.
4. Continue until all sentence strips are in sequential order.
5. Read the sentence strips in order.
6. Peer evaluation

The Three Billy Goats Gruff

Three billy goats loved to eat green grass.

They needed more green grass.

They trip-trapped across a bridge.



Extensions and Adaptations

- ▶ Use other stories to make sentence strips.
- ▶ Write a sentence and draw a picture that illustrates favorite event.



Story Structure

C.014

Felt Board Story



Objective

The student will retell a story.



Materials

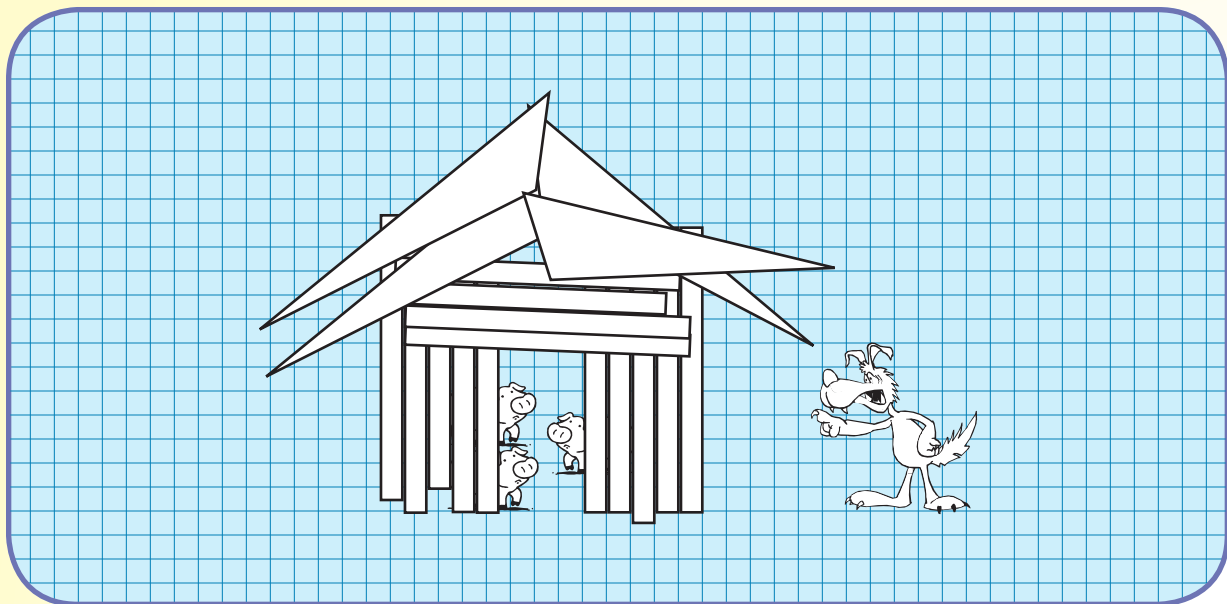
- ▶ Narrative text
Choose text within students' instructional-independent reading level range or teacher read-aloud.
- ▶ Felt board
- ▶ Story pieces
Use felt story character and setting pieces or glue pictures from coloring or old picture books to felt backing.
- ▶ Basket
Place the story pieces in the basket.



Activity

Students retell a story using a felt board and story pieces.

1. Place text, felt board, and basket of story pieces at the center.
2. Working in pairs, the students read the text or review a teacher read-aloud.
3. Select the characters in the story and place on the bottom left side of the felt board.
4. Select the setting pieces and place on the bottom right side of the felt board.
5. Read or review the text and retell the story in sequence using the appropriate characters and setting pieces.
6. Peer evaluation



Extensions and Adaptations

- ▶ Create a new story using the same characters and setting pieces.
- ▶ Illustrate other stories, attach to felt, and retell.
- ▶ Retell a story using a tape recorder.



Objective

The student will identify characters, setting, and events in a story.



Materials

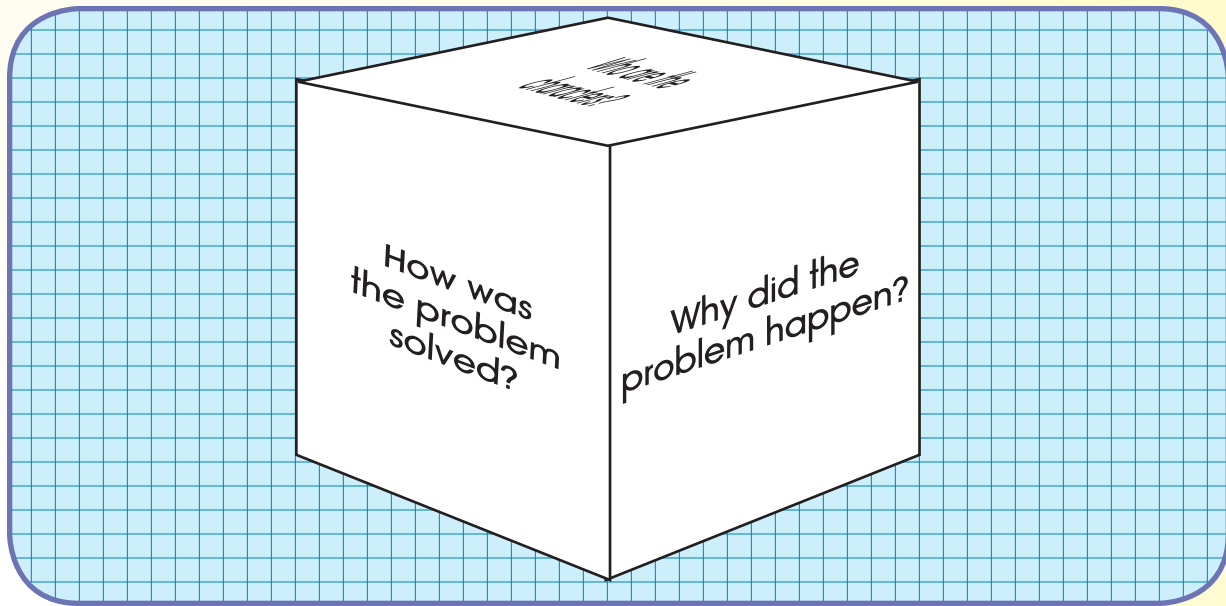
- ▶ Narrative text
Choose text within students' instructional-independent reading level range or teacher read-aloud.
- ▶ Question cube (Activity Master C.015.AM1)
- ▶ Question cube student sheet (Activity Master C.015.SS)
- ▶ Markers or crayons
- ▶ Pencils



Activity

Students use a question cube to discuss a story.

1. Place text, question cube, and markers at the center. Provide each student with a student sheet.
2. Taking turns, the students read the text or review a teacher read-aloud.
3. Roll the question cube, read the question, and answer it in relation to the text.
4. Discuss and write the answer on the student sheet or draw a picture that illustrates the answer.
5. Continue the activity until all the questions are answered.
6. Teacher evaluation



Extensions and Adaptations


- ▶ Read other stories and discuss the story using the cube.

Comprehension

Story Question Cube

C.015.AMI

	What happens in the story (beginning, middle, end)?	
When does the story take place (time)?	How was the problem solved?	Where does the story take place?
	Who are the characters?	
glue	Why did the problem happen?	glue
	glue	



Name _____

C.015.SS

Story Question Cube

Where does the story take place?	
What happens in the story (beginning, middle, end)?	
How was the problem solved?	
Who are the characters?	
Why did the problem happen?	
When does the story take place (time)?	

Comprehension

Story Structure

C.016

Story Grammar



Objective

The student will identify characters, setting, and events of a story.



Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range or teacher read-aloud.
- ▶ Story Grammar student sheet (Activity Master C.016.SS)
- ▶ Pencil



Activity

Students record story details using a story grammar organizer.

1. Place text at the center and provide each student with a student sheet.
2. The student reads the narrative text or reviews teacher read-aloud.
3. Identifies and writes the setting, characters, problem, events, and solution on the student sheet.
4. Teacher evaluation

Setting The story takes place in a house in Florida.	Characters Steven Mom Dad Gus the Dog
Problem A storm is coming and Gus is lost.	
Important Events Mom searched in the car and Steven and Dad searched by walking around and knocking on doors.	
Solution Gus was found in the garage right before the storm arrived.	



Extensions and Adaptations

- ▶ Work with a partner to retell the story using the graphic organizer.

Name _____

C.016.SS

Story Grammar

Title _____

Setting

Characters



Problem



Important Events



Solution



Hoop-A-Story Venn Diagram



Objective

The student will identify similarities and differences in text.



Materials

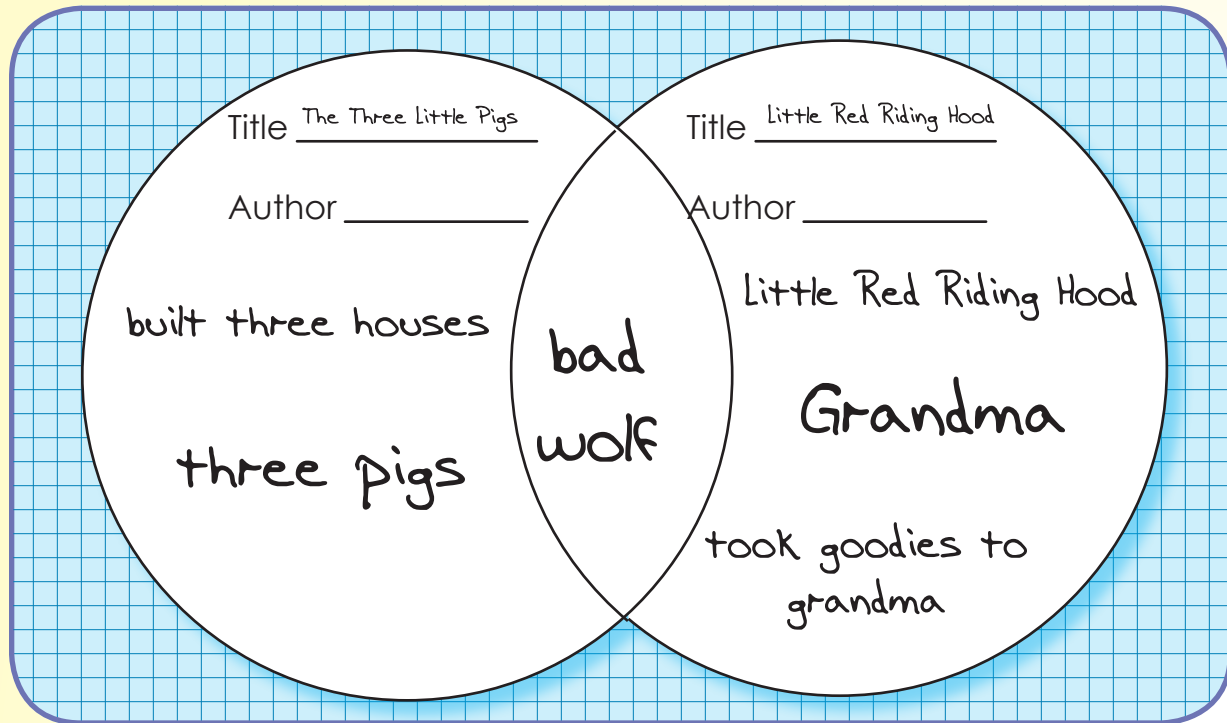
- ▶ Narrative texts
Choose text within students' instructional-independent reading level range or teacher read-aloud.
- ▶ Hoop-A-Story Venn Diagram student sheet (Activity Master C.017.SS)
- ▶ Pencils



Activity

Students use a Venn diagram to identify similarities and differences of story characters and setting.

1. Provide each student with texts and a student sheet.
2. Working in pairs, students read texts or review teacher read-alouds. Write the story titles and authors in separate circles on the Venn diagram.
3. Student one names a character, setting, or event and asks student two, "Where should this go?"
4. Student two writes the answer under the corresponding story title if different from the other story or in the overlapping area if similar to (or shared by) the other story.
5. Peer evaluation



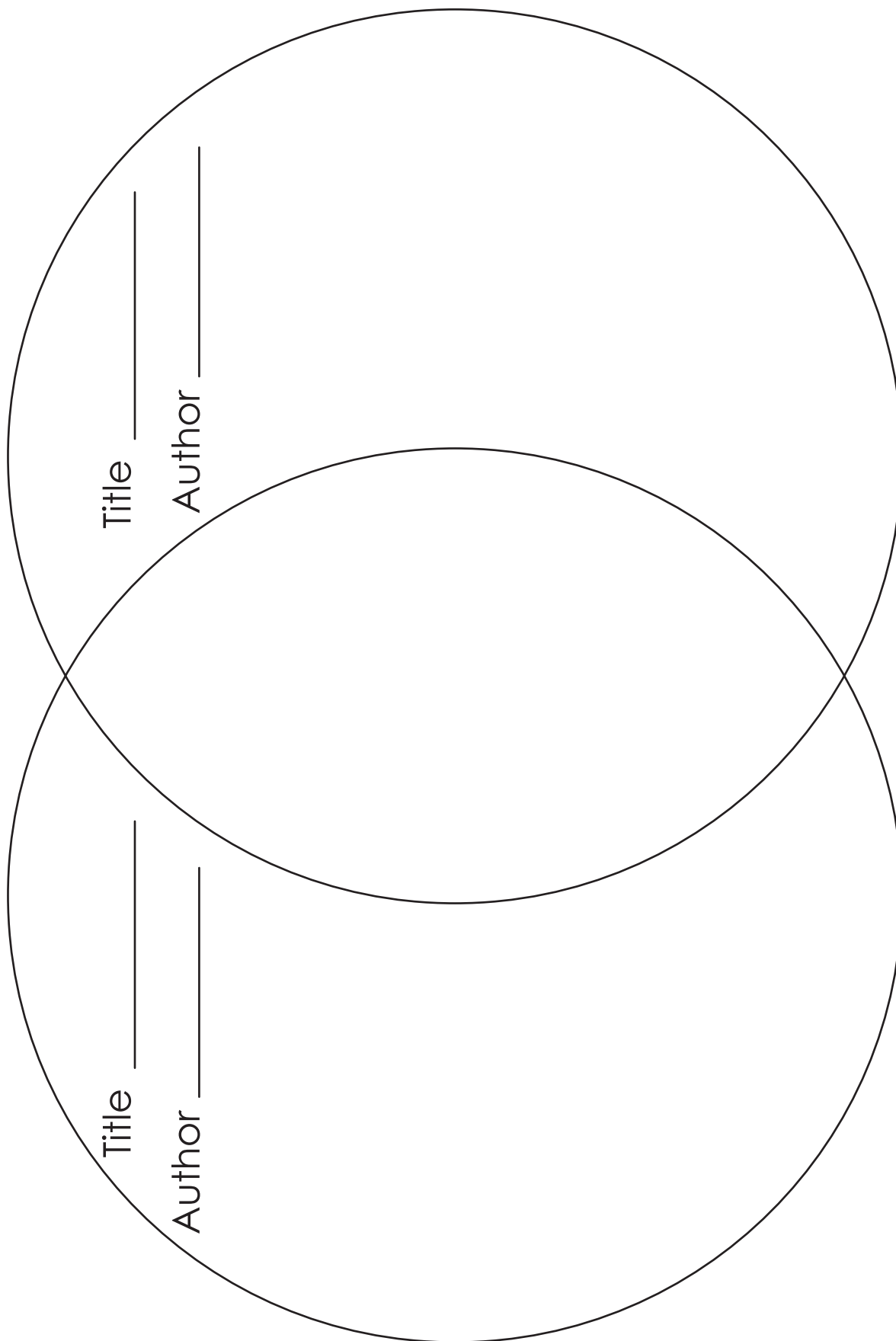
Extensions and Adaptations

- ▶ Use Venn diagrams to describe and compare the elements and characteristics of pairs of events, people, ideas, or concepts.

Name _____

C.017.SS

Hoop-A-Story Venn Diagram



Comprehension

Notes

Notes



C.018

Comprehension

Monitoring for Meaning Fiction and Nonfiction Sort



Objective

The student will identify fiction and nonfiction text.



Materials

- ▶ Pocket chart
- ▶ Sentence strips
Make two header cards: "Fiction" and "Nonfiction."
- ▶ Index cards
- ▶ Books
Fiction and nonfiction books
- ▶ Basket
Place books in the basket.
- ▶ Pencils



Activity

Students sort story titles into fiction and nonfiction categories on a pocket chart.

1. Place the header cards at the top of the pocket chart. Put the index cards and basket of books at the center.
2. Taking turns, the students select a book, review it, and determine if it is fiction or nonfiction.
3. Write the title of the book on an index card and place it under the appropriate header on the pocket chart.
4. Continue until all the books have been reviewed and titles have been placed on the pocket chart.
5. Peer evaluation

Fiction	Nonfiction
The Three Little Pigs	All About Turtles
Snow White	Bears
	Wintertime



Extensions and Adaptations

- ▶ Sort additional books by genre (e.g., biography, poetry, folktale, fairy tale).

Comprehension

Monitoring for Meaning

C.019

Make-and-Check-A-Prediction



Objective

The student will use prediction to identify meaning.



Materials

- ▶ Expository or narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Sticky notes
Divide the text into passages using sticky notes to indicate where students are to stop and make a prediction.
- ▶ Prediction student sheet (Activity Master C.019.SS)
- ▶ Markers or crayons
- ▶ Pencil



Activity

Students make, write, draw, and check story predictions.

1. Place divided text and markers at the center. Provide the student with a student sheet.
2. The student reads the first selected passage (up to the first sticky note).
3. Makes and writes or illustrates prediction on the left-hand side of the student sheet.
4. Continues reading the text and writes or illustrates what actually happens in the story on the right-hand side of the student sheet.
5. Continues until the text is complete.
6. Teacher evaluation

I think	I found



Extensions and Adaptations

- ▶ Review predictions and results with a partner.

Name _____

C.019.SS

Make-and-Check-A-Prediction

I found

I think

Comprehension

Monitoring for Meaning

C.020

Expository Fact Strip



Objective

The student will identify information in text.



Materials

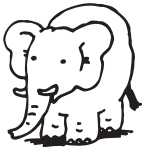
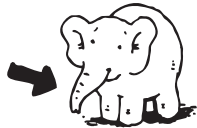
- ▶ Expository text
Choose text within students' instructional-independent reading level range or teacher read-aloud.
- ▶ 12" x 18" construction paper
Cut paper in half lengthwise to make 6" x 18" strips.
Fold into desired number of sections.
- ▶ Markers or crayons
- ▶ Pencil



Activity

Students make connections in text by writing and/or drawing facts.

1. Place text, construction paper, and markers at the center.
2. The student reads the text or reviews a teacher read-aloud.
3. Identifies the important facts in the text.
4. Writes the topic in the first square. Writes facts from the text and/or draws pictures of the facts in the following squares.
5. Teacher evaluation

 Elephants	Elephants are the largest land animals.	Elephants eat grass, small branches, and tree bark.	 Elephants have trunks.
--	---	---	---



Extensions and Adaptations

- ▶ Use fact graphic organizer to record the facts (Activity Master C.020.SS).

Name _____

C.020.SS

Expository Fact Strip

Topic: _____

FACTS



Fact Versus Opinion



Objective

The student will identify fact and opinion.



Materials

- ▶ Fact and Opinion cards (Activity Master C.021.AM1a - C.021.AM1b)
Copy, laminate, and cut out.
- ▶ Pocket chart
Label one side of the pocket chart with the "Fact" card and the other side with the "Opinion" card.



Activity

Students read statement cards and determine if the statement is fact or opinion.

1. Place the pocket chart at the center. Label one side of the pocket chart with the "Fact" card and the other side with the "Opinion" card. Mix the fact and opinion cards into one stack and place beside the pocket chart.
2. Working in pairs, student one selects and reads a card.
3. Student two determines if the statement on the card is fact or opinion and places the card under the appropriate header.
4. Reverse roles and continue the activity until all the cards are identified.
5. Peer evaluation

Fact	Opinion
Chocolate is made from cocoa beans.	Chocolate is yummy.



Extensions and Adaptations

- ▶ Make other fact and opinion cards, exchange, and identify.

Comprehension

C.021.AM1a

Fact Versus Opinion

Chocolate is made from cocoa beans.	Chocolate is yummy.
Cats are good pets.	Cats have whiskers.
Yogurt is a milk product.	Yogurt is good for breakfast.
Cookies are made with sugar.	Cookies are delicious.
Cities are fun to visit.	Cities have tall buildings.



Comprehension

Fact Versus Opinion

C.021.AM1b

Alligators are reptiles.

Alligators are nice.

Whales are mammals.

Whales are lazy.

Crayons are different colors.

Crayons make it easy to draw.

Cars have engines.

Cars are better than trucks.

Fact

Opinion





C.022

Comprehension

Monitoring for Meaning
Cause and Effect Roll



Objective

The student will identify the relationship between cause and effect.



Materials

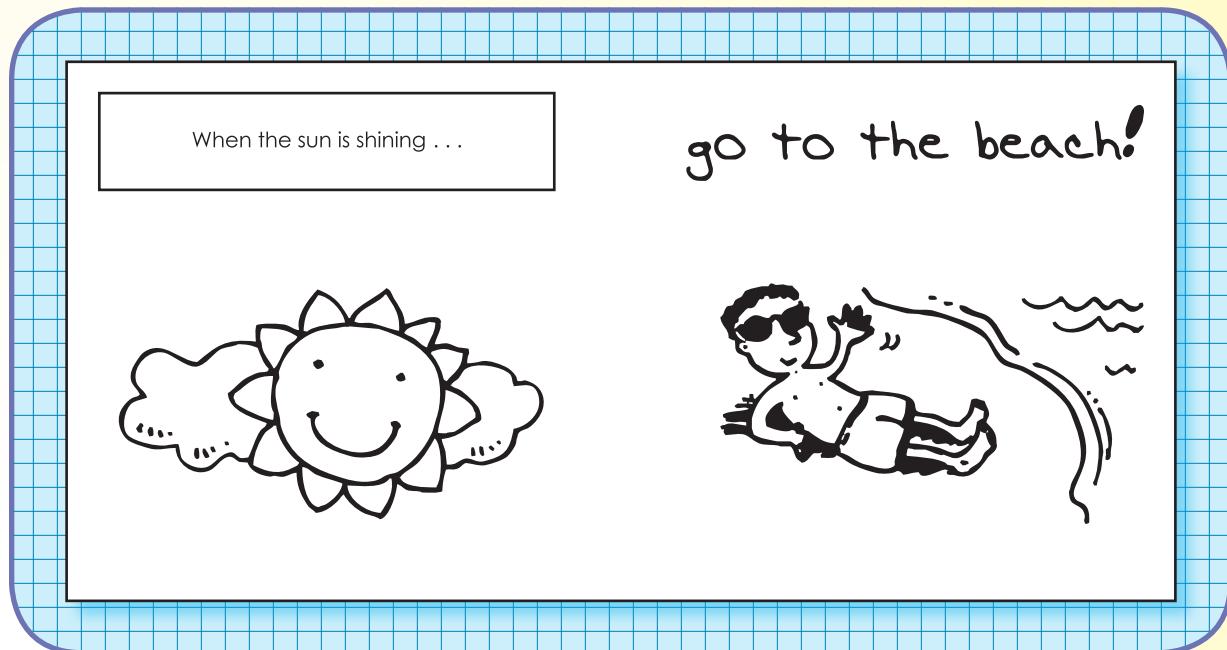
- ▶ Cause cards (Activity Master C.022.AM1a - C.022.AM1b)
- ▶ Small ball
- ▶ Paper
- ▶ Markers or crayons
- ▶ Pencils



Activity

Students play a ball game and recognize the relationship between cause and effect.

1. Place cause cards, ball, paper, and markers at the center.
2. Working in a group, student one selects a cause card and reads the card. For example, “When the sun is shining you . . .,” and the student rolls the ball to another group member who states an effect, “. . . go to the beach.”
3. Continue the activity until all cards are read.
4. Each student folds a paper in half. Writes and illustrates a cause on the left-hand side and an effect on the right-hand side.
5. Exchange and discuss.
6. Teacher evaluation



Extensions and Adaptations

- ▶ Make other cause cards.
- ▶ Read a story. Then write and draw some of the causes and effects in the story.

Comprehension

Cause and Effect Roll

C.022.AM1a

Since it is raining outside . . .

When the dog barks . . .

When the sun is shining . . .

When the wind is blowing the pinwheel . . .

My milk spilled . . .

Jack fell down . . .

Dad forgot to put gas in the car . . .

Suzy burned the dinner . . .

The rabbit's cage was left open . . .

Tommy ate all the candy in the bag . . .

Kewana was late to soccer practice . . .

John's boat had a hole in the bottom . . .

Comprehension

Monitoring for Meaning

C.023

Cause and Effect Organizer



Objective

The student will identify the relationship between cause and effect.



Materials

- ▶ Cause and Effect Organizer student sheet (Activity Master C.023.SS)
- ▶ Narrative text
Choose text that is appropriate for this skill within students' instructional-independent reading level range.
- ▶ Sticky notes
Divide the text into passages using sticky notes to indicate where students are to stop and identify cause and effect relationships.
- ▶ Pencil



Activity

Students identify cause and effect relationships in a story and record on a graphic organizer.

1. Place text at the center. Provide the student with a student sheet.
2. The student reads the selected passage (up to the first sticky note).
3. Identifies the cause and effect relationships.
4. Draws a picture and/or writes the cause (in the cause box) and the effect (in the effect box) on the student sheet.
5. Continues until all cause and effect relationships are identified.
6. Teacher evaluation

Cause: The students had permission slips.	Effect: They were able to go on the field trip.
Cause: It was Eric's birthday.	Effect: The whole class had cupcakes.
Cause:	Effect:
Cause:	Effect:



Extensions and Adaptations

- ▶ Write possible alternative effects.

Name _____

C.023.SS

Cause and Effect Organizer

Cause:

Effect:



Cause:

Effect:



Cause:

Effect:



Cause:

Effect:



Comprehension

Monitoring for Meaning

C.024

Classifying Information

Objective

The student will classify information.

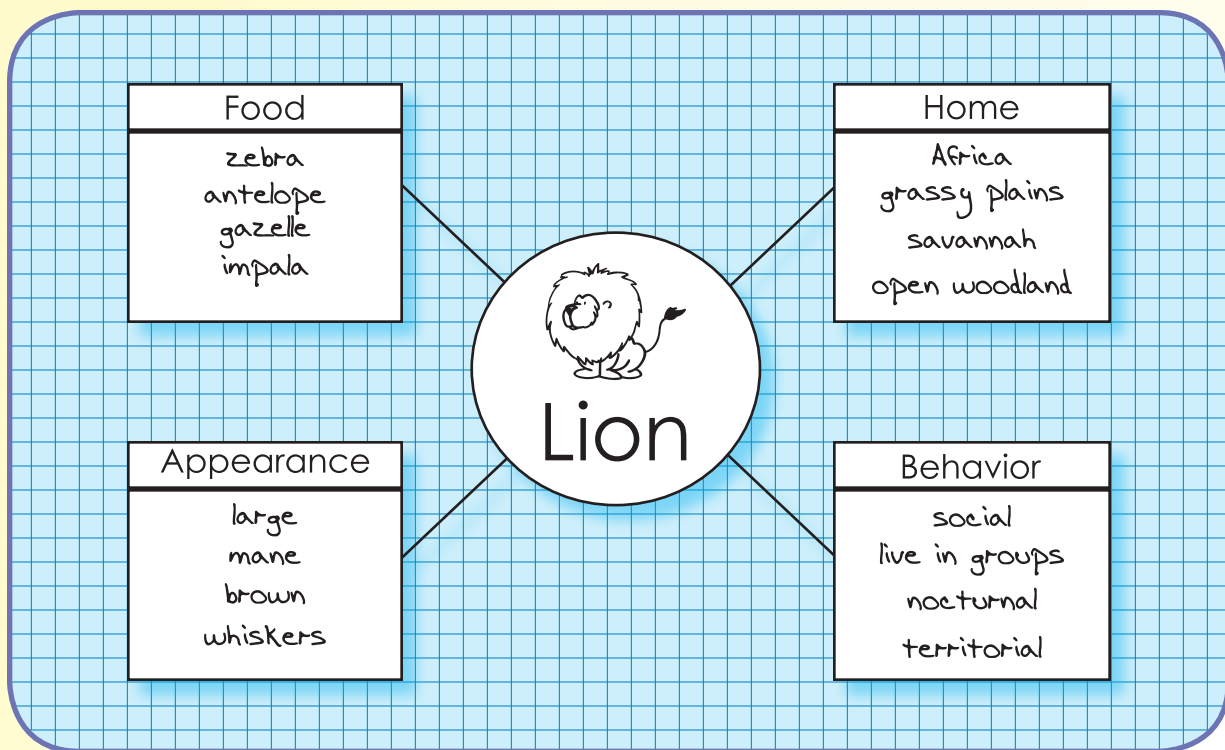
Materials

- ▶ Expository text
Choose text within students' instructional-independent reading level range or teacher read-aloud.
- ▶ Web organizer student sheet (Activity Master C.024.SS)
Write the initial topic in the center of the organizer and the categories relating to the topic on the line in the four squares around the circle.
- ▶ Pencil

Activity

Students write words that relate to and describe a category.

1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text or reviews a teacher read-aloud.
3. Writes words to describe or relate to the categories in each box.
4. Teacher evaluation



Extensions and Adaptations

- ▶ Provide a category relating to the topic in each of the four squares around the circle.
- ▶ Use to classify narrative text.

Name _____

C.024.SS

Classifying Information

The diagram is a graphic organizer for classifying information. It consists of a central circle connected by four lines to four rectangular boxes arranged in a square pattern around the circle. Each box is divided into two horizontal sections: a smaller top section and a larger bottom section. This structure is typically used for categorizing information into four main groups, with the central circle representing a common theme or topic.

Comprehension

Monitoring for Meaning

C.025

K-W-L

(Adapted from *Just Read, Florida! K-3 Reading Academy*)



Objective

The student will classify information.



Materials

- ▶ Expository text
Choose text within students' instructional-independent reading level range.
- ▶ K-W-L student sheet (Activity Master C.025.SS)
- ▶ Pencil



Activity

Students use a K-W-L chart to monitor comprehension before, during, and after reading a text.

1. Place text at the center. Provide the student with a K-W-L student sheet.
2. The student selects a text. Reads the text cover and records known facts about the topic on the student sheet in the "What I Know" column.
3. Thinks about the topic, generates questions, and records them in the "What I Want to Know" column.
4. Reads the text and records what has been learned in the "What I Have Learned" column.
5. Teacher evaluation

K What I know	W What I want to know	L What I have learned



Extensions and Adaptations

- ▶ Check off questions that were answered.
- ▶ Write "Where I could find the answers" for unanswered questions.

Name _____

C.025.SS

K-W-L

<p>L</p> <p>What I have learned</p>	
<p>W</p> <p>What I want to know</p>	
<p>K</p> <p>What I know</p>	

Comprehension

Notes

Notes



Comprehension

C.026

Main Idea

Get The Gist

(Adapted from *Just Read, Florida! K-3 Reading Academy*)

Objective

The student will identify main idea and supporting details of text.

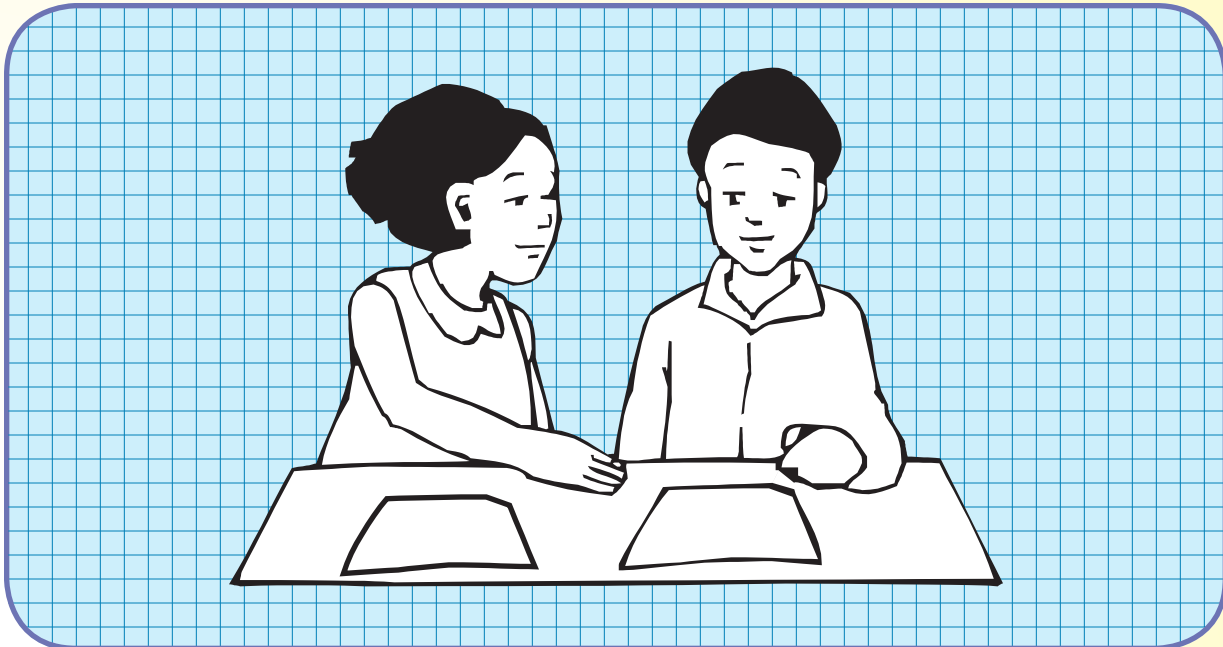
Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Summarizing cards (Activity Master C.026.AM1)
- ▶ Paper
- ▶ Pencils

Activity

Students read passages, answer questions, discuss, and summarize a story.

1. Place text, summarizing cards, and paper at the center.
2. Taking turns, student one reads a passage, stops, and asks his partner the questions on the summarizing cards.
3. Student two answers the questions and the students discuss the passage.
4. The students write the main idea of the passage on paper.
5. Reverse roles and continue until entire text is read.
6. Review the main ideas of the passages and write a summary of the story using less than ten words.
7. Teacher evaluation



Extensions and Adaptations

- ▶ Draw a picture that illustrates the written summary.
- ▶ Summarize other texts.

Comprehension

Get The Gist

C.026.AMI

Who or what is the paragraph about?

Tell the most important thing about the who and what.

Tell the main idea of the paragraph in 10 words or less.



Objective

The student will identify main idea and supporting details of text.



Materials

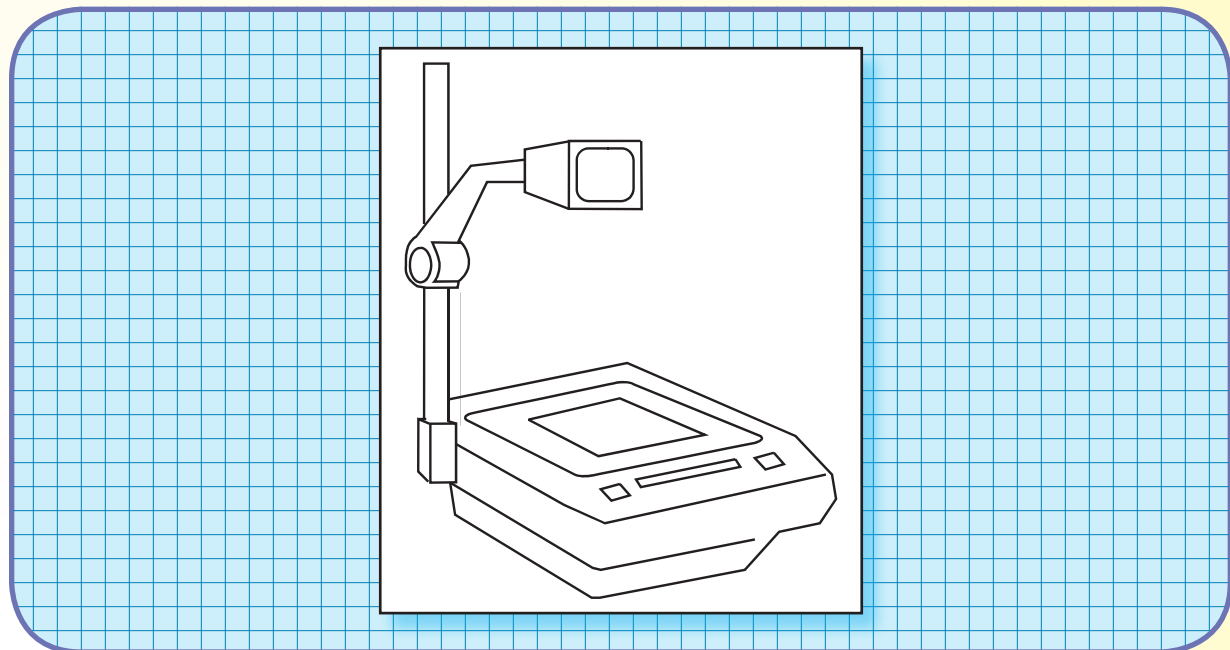
- ▶ Expository text
Choose text within students' instructional-independent reading level range.
- ▶ Overhead projector
- ▶ Overhead transparencies
Copy multiple paragraphs from the text on the transparencies.
- ▶ File folders
Place transparencies in the file folders.
- ▶ Vis-à-Vis® markers



Activity

Students identify the main idea and story details in paragraphs on an overhead projector.

1. Place the file folders of transparencies and Vis-à-Vis® markers near the overhead projector.
2. Taking turns, the students select and read a paragraph. Use a Vis-à-Vis® marker to circle the main idea and underline supporting details.
3. Write the main idea and supporting details of the paragraph on the bottom of the transparency.
4. Peer evaluation



Extensions and Adaptations

- ▶ Use a poem and write the main idea.

Comprehension

Main Idea

C.028

Story Hand

Objective

The student will identify main idea and supporting details of text.

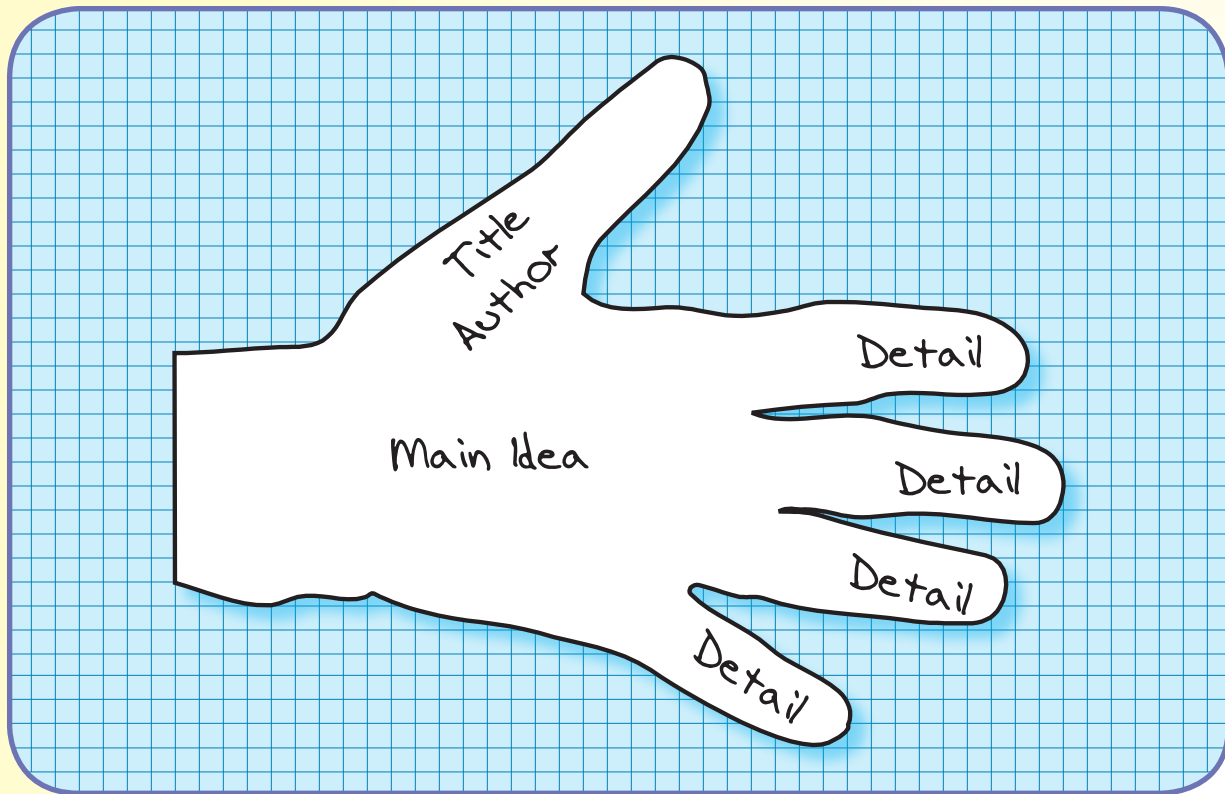
Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range or teacher read-aloud.
- ▶ 9" x 12" construction paper
- ▶ Pencil

Activity

Students record the main idea and other story details on an organizer.

1. Place text and construction paper at the center.
2. The student reads the text or reviews teacher read-aloud.
3. Traces hand on construction paper. Writes story title and author on the thumb. Writes story details in sequential order on the fingers. Writes the main idea on the palm.
4. Teacher evaluation



Extensions and Adaptations

- ▶ Trace both hands for additional details.
- ▶ Read the details and change one or more to write a new story.



Objective

The student will identify main idea and supporting details of text.



Materials

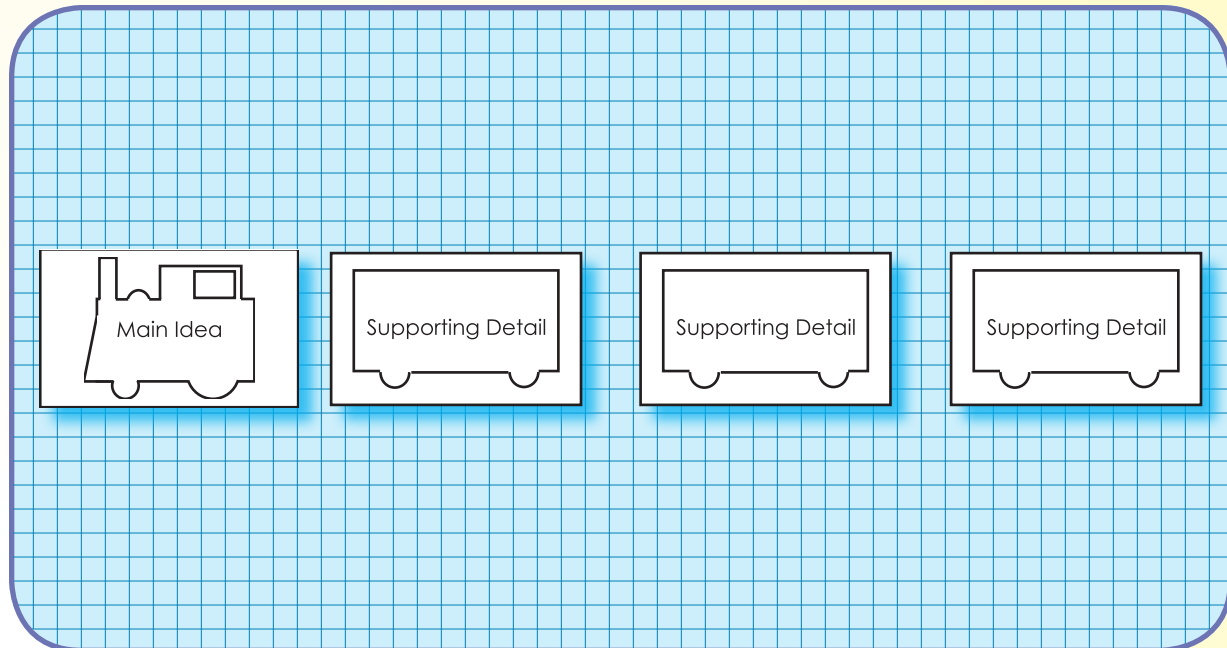
- ▶ Expository text
Choose text within students' instructional-independent reading level range or teacher read-aloud.
- ▶ Story Train student sheet (Activity Master C.029.SS)
- ▶ Markers or crayons
- ▶ Scissors
- ▶ Glue
- ▶ Pencil



Activity

Students write the main idea and supporting details of a story on a story train.

1. Place the text, scissors, glue, and markers at the center. Provide the student with a student sheet.
2. The student reads the text or reviews a teacher read-aloud.
3. Identifies and writes the main idea on the Story Train engine and supporting details on the train cars.
4. Cuts out train cars and assembles with glue.
5. Teacher evaluation



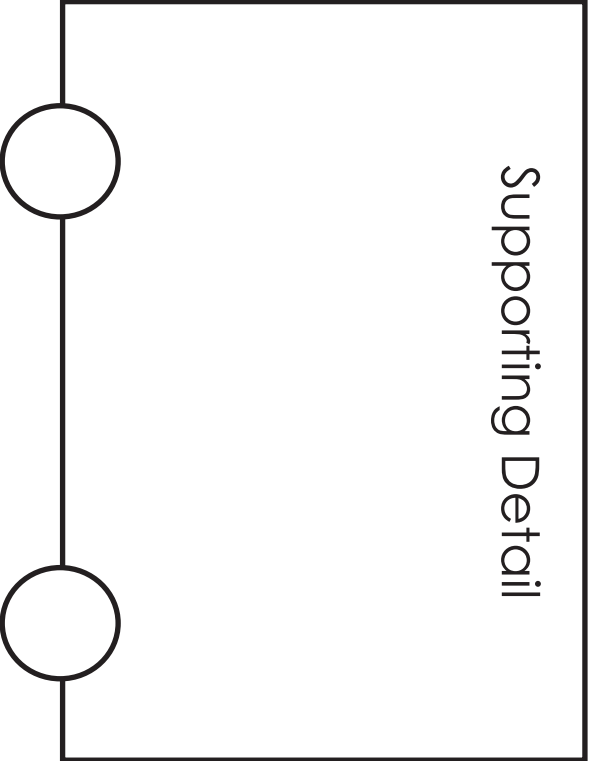
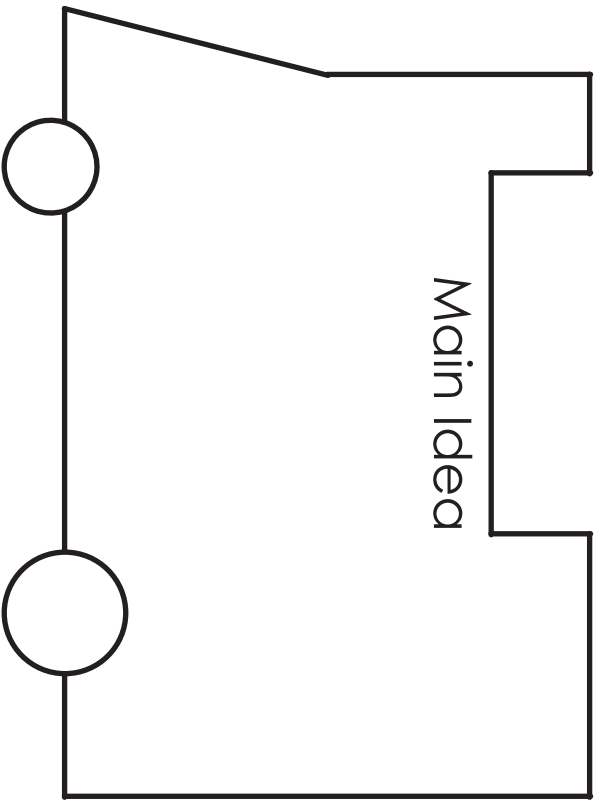
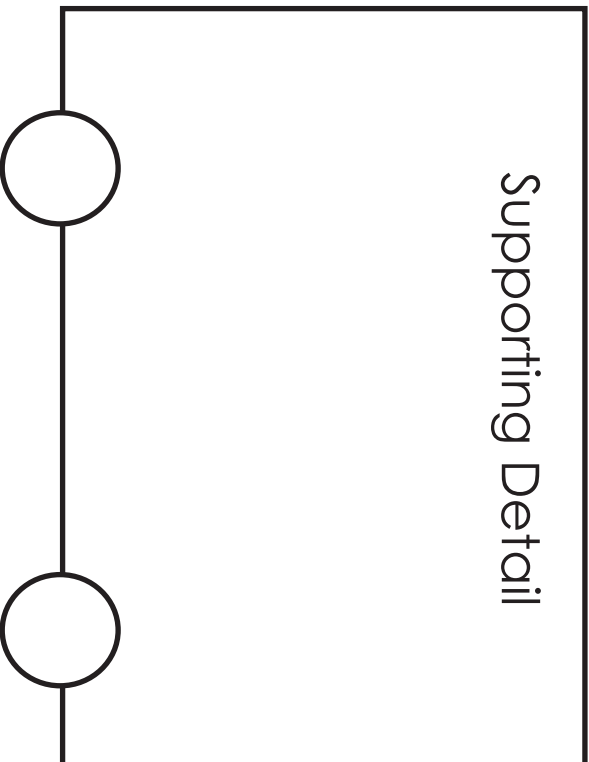
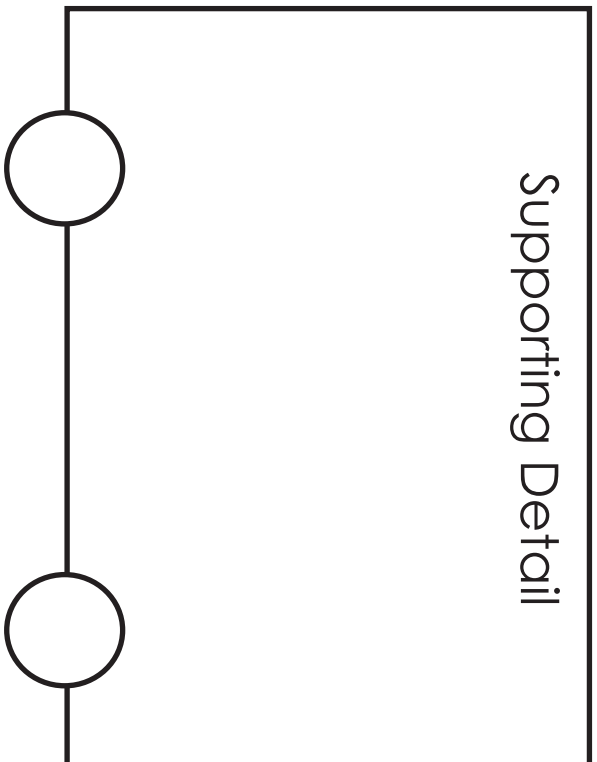
Extensions and Adaptations

- ▶ Use the train to record narrative story elements.

Name _____

Story Train

C.029.SS

<p>Supporting Detail</p> 	<p>Main Idea</p> 
<p>Supporting Detail</p> 	<p>Supporting Detail</p> 





Comprehension

C.030

Main Idea

Expository Text Wheel



Objective

The student will identify information in text.



Materials

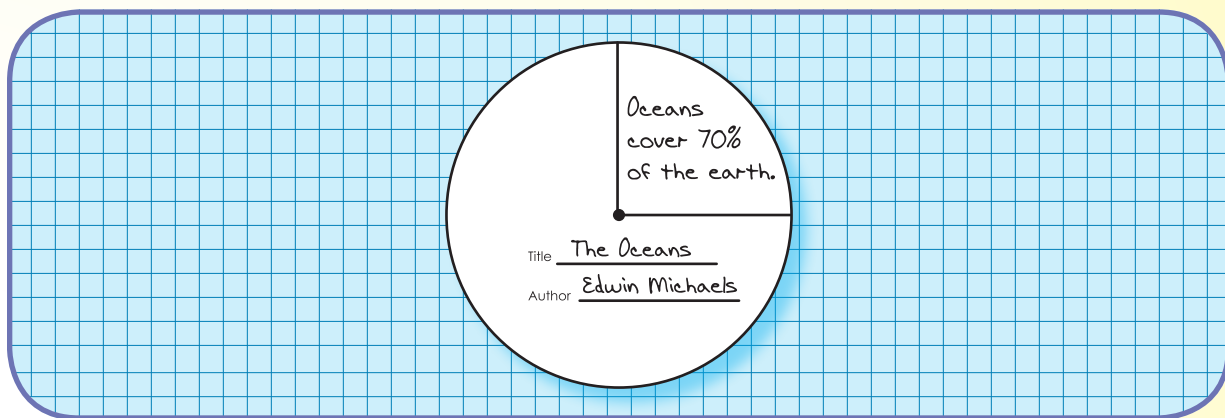
- ▶ Expository text
Choose text within students' instructional-independent reading level range or teacher read-aloud.
- ▶ Text wheel (Activity Master C.030.AM1a - C.030.AM1b)
- ▶ Scissors
- ▶ Hole punch
- ▶ Brads
- ▶ Markers
- ▶ Pencil



Activity

Students make connections in text on a text wheel by drawing and labeling pictures.

1. Place text, scissors, hole punch, brads, and markers on a flat surface. Provide the students with both sections of the text wheel.
2. The student reads the expository text or reviews teacher read-aloud.
3. Cuts out both sections of the text wheels.
4. Writes the title and author of the story on the front of the wheel. Identifies the main idea and supporting details in the text.
5. Writes and draws the main idea and supporting details in the text in each corresponding section on the back wheel.
6. Attaches pieces by punching a hole in the center of the wheels and inserting a brad.
7. Teacher evaluation



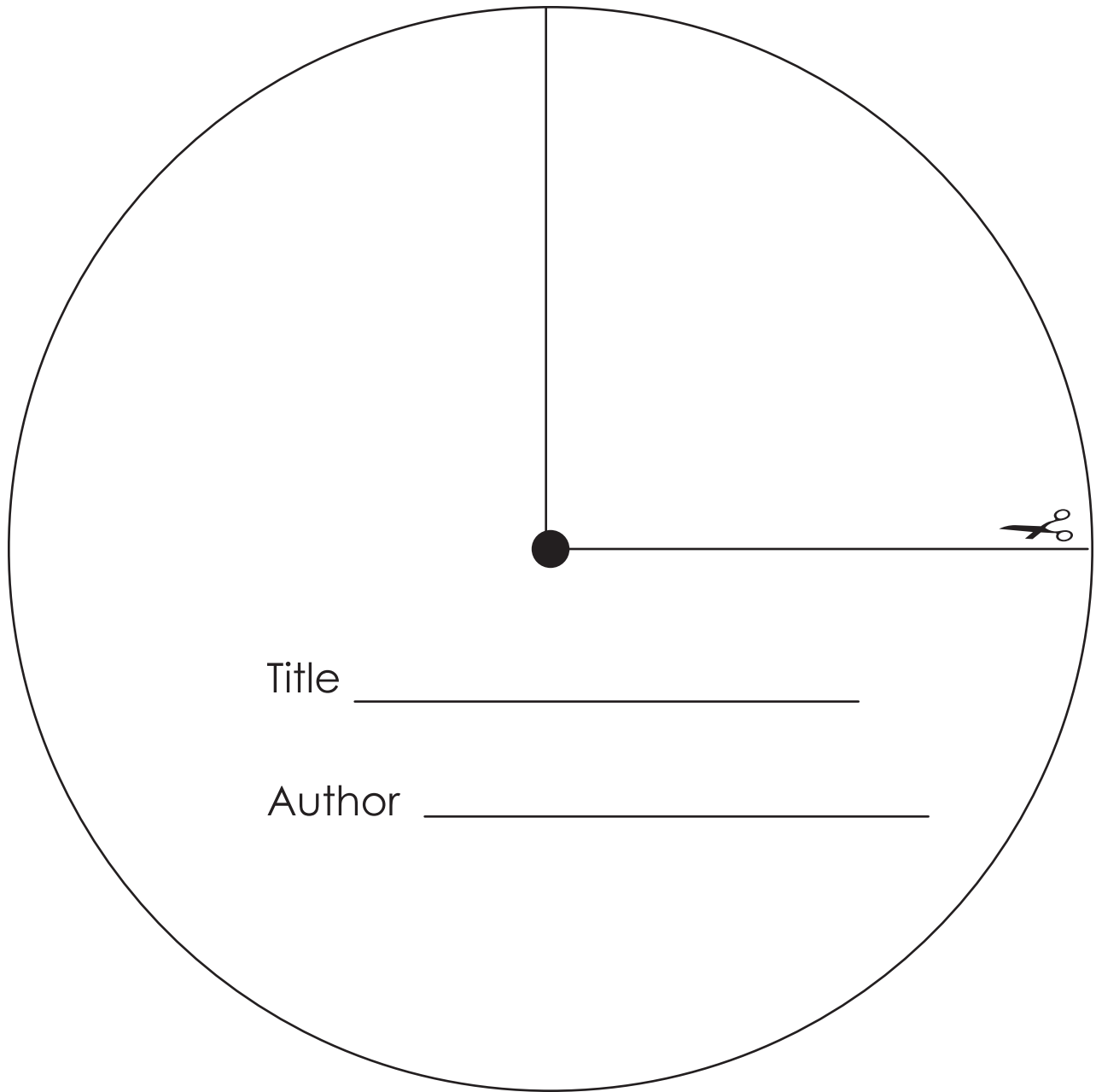
Extensions and Adaptations

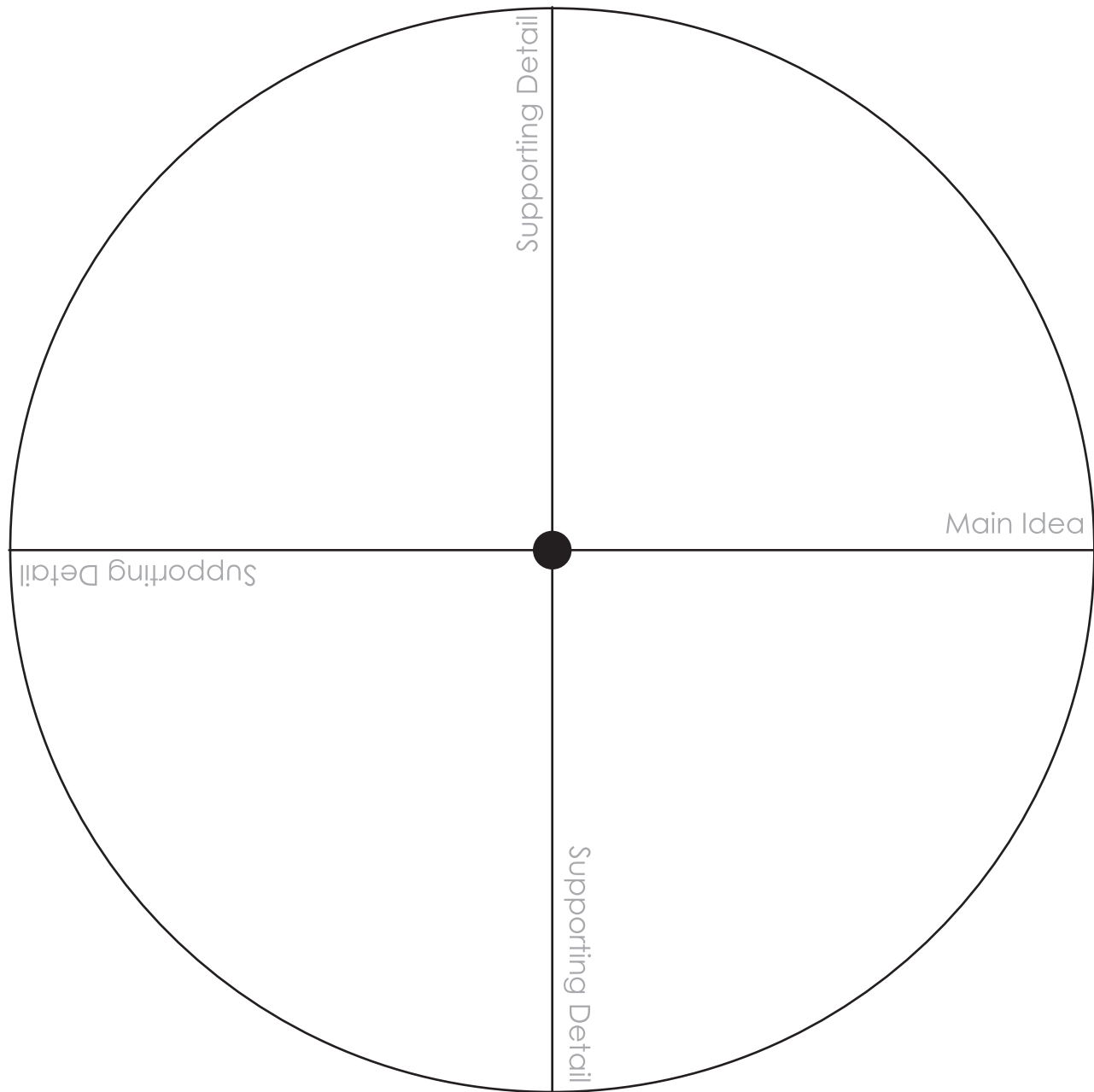
- ▶ Use a web graphic organizer (Activity Master C.024.SS).

Comprehension

Expository Text Wheel

C.030.AM1a





Comprehension

Notes

Notes



Comprehension

C.031

Summarizing

Summarizing

(Adapted from *Just Read, Florida! K-3 Reading Academy*)



Objective

The student will summarize a story.



Materials

- ▶ Expository text
Choose text within students' instructional-independent reading level range or teacher read-aloud.
- ▶ Summarizing student sheet (Activity Master C.031.SS)
- ▶ Paper
- ▶ Markers or crayons
- ▶ Pencil



Activity

Students read expository text and record the main idea and supporting details.

1. Place text, paper, and markers at the center. Provide the student with a student sheet.
2. The student reads the entire text or reviews the teacher read-aloud.
3. Rereads the first paragraph of the text and records the main idea and supporting details.
4. Continues the activity rereading each paragraph and recording the main idea and supporting details.
5. Reviews recorded information and writes a summary of the entire text using less than ten words.
6. Teacher evaluation

Name _____	
Main Idea	
Supporting Detail	
Supporting Detail	
Main Idea	
Supporting Detail	
Supporting Detail	
Main Idea	
Supporting Detail	
Supporting Detail	
Summary of text in 10 words or less	



Extensions and Adaptations

- ▶ Draw a picture that illustrates the written summary.
- ▶ Use a graphic organizer to record text facts (Activity Master C.020.SS).

Name _____

Summarizing

C.03 I.SS

Main Idea

Supporting Detail

Supporting Detail

Main Idea

Supporting Detail

Supporting Detail

Main Idea

Supporting Detail

Supporting Detail

Summary of text in 10 words or less